**DAY 1: INTRODUCTION TO MOVING, *THE CIRCUIT*, LITERATURE CIRCLES, AND READING JOURNALS**

**OVERVIEW**

The purpose of this lesson is to

* introduce students to the idea of moving.
* explain Literature Circle roles and Reading Journals.
* introduce students to *The* Circuit and the author Francisco Jiménez.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journal Description

Literature Circle Roles

Author Information on Francisco Jimenez

**FROM THEORY TO PRACTICE**

Students will pre-write by brainstorming their most prized possessions and the reasoning behind them. They will also begin talking about the concept of moving and their feelings about it. Students will learn how to use Reading Journals and Literature Circle roles in order to help them better understand the text they will be reading. These two tools are designed so students can question, predict, etc. while they read the book.

**STANDARDS**

CE 1.1.2, CE 1.2.2, CE 1.3.1, CE1.3.7, CE 2.1.1, CE 2.1.11, CE 2.3.7, CE 3.2.4, CE 3.2.5, CE 3.3.4

**MATERIALS AND TECHNOLOGY**

*The Circuit* by Francisco Jiménez

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access for Prezi Presentation

**PRINTOUTS/HANDOUTS**

Make copies of Author Information (<http://www2.scholastic.com/browse/contributor.jsp?id=2265>), (Student) Reading Journal Description, and Literature Circle Roles (Packet of All Roles).

**WEBSITES**

<http://www2.scholastic.com/browse/contributor.jsp?id=2265> (Francisco Jiménez Author Information, under **INSTRUCTIONAL PROCEDURES**)

<http://prezi.com/-p_nayc4natu/francisco-jimenez/> (Francisco Jiménez Prezi, under **INSTRUCTIONAL PROCEDURES**)

<http://www.learner.org/workshops/tml/workshop8/authors2.html> (Francisco Jiménez Author Information, possibly use for **INSTRUCTIONAL PROCEDURES**, but also gives away parts of the book).

<http://www.educationworld.com/a_curr/profdev/profdev085.shtml> (Reading Journal Resource for Teachers, supplement for **INSTRUCTIONAL PROCEDURES**)

<http://abcteach.com/directory/basics/reading/literature_circles/> (Literature Circle Roles, supplement for **INSTRUCTIONAL PROCEDURES**)

<http://www.scu.edu/ethnicstudies/fjimenez/> (For **EXTENTSIONS**)

<http://www.learner.org/workshops/tml/workshop8/authors2.html> (For **EXTENTSIONS**)

<http://learnweb.harvard.edu/alps/reflect/index.cfm> (For **REFLECTIONS**)

**PREPARATION**

* Do the brainstorm and free-write activities below. Think of your most prized possessions, the three items you would take with you, what it’s like to move, etc. Reflect on your own experiences. Predict how students may respond and potential problems they may have in responding.
* Read the websites above to learn about the author and his works.
* Review your geography of California and Mexico.
* Put students in groups of 3-5 for Literature Circles.
* Assign book numbers for *The Circuit*.

**STUDENT OBJECTIVES**

Students will

* Reflect on their most prized possessions and the concept of moving
* Know brief information on Francisco Jiménez and his book *The Circuit*
* Decide upon, understand, and perform their Literature Circle role
* Understand the procedure and purpose for Reading Journals

**INSTRUCTIONAL PROCEDURES**

Before class, write the following question on the board:

Brainstorm (5 minutes)

* **What are your most prized possessions? Brainstorm to make a list of them.**

Once the bell rings, instruct students to pull out a sheet of paper and a pen or pencil and direct them to answer the question on the board on their own. Do not allow students to work together. This is an individual activity. Allow about 5 minutes or so.

When students appear to be done, ask them to look at their list and circle their three (3) most important items. Next, have them answer the following question on their own:

Free-write (5-10 minutes)

* **If your family abruptly moved and you could only take three (3) items with you, what would you take and why? Would the three (3) items you picked still be the same? Feel free to reevaluate your list and choose three (3) different items if you want.**

Once students appear to be done, ask for volunteers to read their free-writes. Ask students how many times they have moved in their lives, why they moved, how it felt to move, etc. Discussion questions are listed below.

Free-write Discussion Questions (5-10 minutes)

* **Who would like to share?**
* **What were your three (3) items? Why did you choose those items?**
* **Did anyone change their items when I asked the second question about moving?**
* **How many of you have moved before? How many times have you moved?**
* **Why did you move? Was it so your parents could find work?**
* **How did it feel to move?**

Allow the discussion to go where the students lead. (This may take longer than the allotted time, depending upon student participation.)

Introduction of Francisco Jiménez and *The Circuit* (10 minutes)

Watch the Prezi presentation from <http://prezi.com/-p_nayc4natu/francisco-jimenez/> and then read the Author Information from <http://www2.scholastic.com/browse/contributor.jsp?id=2265>. Additional links are provided under **WEBSITES**.

While students watch youtube clip on Prezi presentation, hand out *The Circuit* books.

Ask for questions or comments on Author Information.

Explanation of Reading Journals (10 minutes)

Pass out Reading Journal Description. Read with students. Explain that a Reading Journal is merely a place to record your thoughts, feelings, questions, etc. as you read. Remind them of the requirements of their Reading Journals:

**Each reading journal must consist of at least one (1) paragraph containing five (5) complete sentences. These paragraphs may be typed or may be written neatly on the front side of a lined piece of notebook paper and numbered according to what journal number it is. After we have completed the text, you must staple your journal entries together in order. You may explore virtually any aspect of the text in any way. The options for your journals are endless.**

Ask if students have any questions. Tell them that they will be doing this for every reading assignment and will be discussing them each class period.

Explanation of Literature Circle and Student Roles (see Literature Circle Roles under Teacher Resources) (10 minutes)

Prior to class, decide upon groups of 3-5. Hand out packets of Literature Circle Roles. Briefly highlight what each role is. Allow students time to decide upon roles. (Not all roles will be filled.)

* **Summarizer – summarizes by highlighting key points of what you read**
* **Travel Tracer – tracks where the action takes place (i.e. setting) in words or a picture**
* **Vocabulary Enricher – looks up words you don’t know or that are significant to the story**
* **Connector – connects what you read to the outside world or other literature**
* **Discussion Director – writes down questions (and answers) to discuss with the group**
* **Illustrator – draws a picture of some part of the text you read or what it reminded you of**
* **Literary Luminary – chooses a paragraph or sentences from text to discuss with your group**

Ask if students have questions and assist groups in deciding, if necessary.

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 1-3 (Under the Wire, *Soledad*, Inside Out), pages 1-26.
* Write in your Reading Journal.
* Do your Literature Circle role.

**EXTENSIONS**

* If not many students have moved, ask students to do a mini-interview with someone they know who has moved. Tell them to use the Who, What, Where, When, Why, and How Method to find out more information.
* Ask students to find out more about author Francisco Jiménez. Recommend the following websites:

<http://www.scu.edu/ethnicstudies/fjimenez/> <http://www.learner.org/workshops/tml/workshop8/authors2.html>

* Ask students to predict what they think will happen in *The Circuit* (based on the cover and skimming the chapter titles).

**STUDENT ASSESSMENT**

* Listen as students share their prized possessions and the reasoning behind those items. Even if students have never moved, are they grasping the idea of what it means?
* Do students understand that this is a book about migrants/immigrants?
* Pay attention to students’ questions regarding Literature Circles roles and Reading Journals, in particular.

**REFLECTION**

This is an area where you, as an educator, can reflect upon the lesson by asking yourself questions such as the following:

* What worked? What didn’t?
* Are students engaged? Why or why not?
* Are students relating to the material and connecting it to their own lives?

The following website has some wonderful ideas regarding teacher self-reflection:

<http://learnweb.harvard.edu/alps/reflect/index.cfm>

A few of the questions are listed below:

* What was the most important thing I tried to teach my students this week?
* What is/are the most important thing(s) my students will learn from me this year?
* What did I learn from my students this week?
* What was I thinking?

**DAY 2**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to what a migrant is.
* Briefly highlight what an immigrant is.
* See similarities/differences of migrants and immigrants.
* Discuss Chapters 1-3 of *The Circuit* by using Reading Journals and Literature Circles.
* Free-write about a cultural/language barrier (perspective writing).

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

**FROM THEORY TO PRACTICE**

This is the first day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Students will also be learning some background information on migrants and free-writing in order to understand the struggles/barriers that migrants face.

**STANDARDS**

CE 1.1.2, CE 1.2.2, CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.3, CE 2.1.7, CE 2.1.11, CE 2.1.12, CE 2.2.2, CE 2.2.3, CE 2.3.2, CE 2.3.4, CE 2.3.7, CE 3.1.7, CE 3.1.2, CE 3.1.3, CE 3.1.4, CE 3.1.8, CE 3.1.9, CE 3.1.10, CE 3.2.4, CE 3.2.5, CE 3.3.3, CE 3.3.4, CE 4.2.1, CE 4.2.3

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

**PRINTOUTS/HANDOUTS**

Migrant and immigrant information, if desired

Definition of “migratory child” as defined in NCLB Act, if desired

**WEBSITES**

<http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html#sec1309> (Used for Definition of “Migratory Child” listed under **INSTRUCTIONAL PROCEDURES**)

<http://www2.ed.gov/programs/mep/index.html> (Information on Migrants listed under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* Read Chapters 1-3 and answer discussion questions.
* Look up information on migrants and immigrants (see **WEBSITES**).

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants
* Understand basic struggles migrants and immigrants encounter
* Be able to write from a different perspective (Free-Write)
* Work with others in a group
* Express themselves Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.)

**INSTRUCTIONAL PROCEDURES**

Introduction to/Discussion of Migrants (20 minutes)

Once the bell rings, begin asking the following questions and brainstorming on the board with students:

* **What is a migrant?**
* **What words come to mind when you think about migrants?**
* **What do you know about migrants?**
* **What do migrants do (migrant workers, migrant students, etc.)**
* **What are some of the struggles that migrants face?**
* **Are any of you migrants or do you know people who are migrants?**
* **What is the difference between a migrant and an immigrant?**
* **What similarities do migrants and immigrants have?**
* **What differences do they have?**
* **What struggles do they both encounter?**

Provide students with information on migrants, migrant students, immigrants, etc. (See links under **WEBSITES.**) Perhaps present them with statistics, a definition, etc. The definition of “migratory child” in the No Child Left Behind Act (Title I, Part C – The Education of Migratory Children, Section 1309) is a great place to start in helping students understand this mobile lifestyle:

**a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work — (A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.**

Paraphrasing or handing this information out may be necessary. Having students pick it apart will benefit students in understanding migrant students and what services they receive as well in reading formal documents. Let the discussion go where students lead, but remember that this topic may be touchy and could become heated as opinions may differ. See that students remain respectful of their peers, despite differing opinions on a controversial issue.

Literature Circles (20 minutes)

Hand out packets of Student Discussion Questions on *The Circuit*. Have students break into their Literature Circles. Go around with class list and check to see that Literature Circle roles and Reading Journals are completed.

Make contact with each group and see that roles are being fulfilled. Students may also use their Reading Journals during this time as well. If students are really stuck, suggest they answer the following discussion questions to get them going:

**Chapter 1: “Under the Wire” (pages 1-7)**

1. **What does *la frontera* mean and what is the significance of it in the story?**

The border; family is trying to cross border into US from Mexico

1. **What is the setting of the book?**

El Rancho Blanco (town several miles north of Guadalajara, Mexico)

1. **Where is the family headed? What does Fito tell them about this place? How are they traveling?**

California; that people sweep money off the streets; by train, second class (Ferrocarriles Nacionales de México)

1. **The story is told from what point of view? Who is the main character?**

First person; Francisco (also called Pancho or Panchito)

1. **Name the members (4 so far) in the Jiménez family.**

Francisco, Roberto (older brother), Mamá, Papá

1. **What does *la migra* mean and what is the significance of it in the story?**

Migration; immigration officials who watch the border; Francisco’s father warns them about la migra.

1. **What do the boys watch every day at noon? What does the conductor give them?**

Watch the Noon Train go by; a brown bag with apples, oranges, and candy.

**Chapter 2: “Soledad” (pages 8-11)**

1. **What does *soledad* mean? Why is it significant to this chapter? (Hint: Look at the last paragraph of the chapter.)**

Loneliness (solitary); Francisco feels all alone.

1. **What is Francisco’s job while his parents and brother work in the fields?**

Take care of Trampita

1. **Who is Trampita and how old is he?**

Francisco’s baby brother; 6 months

1. **What does Francisco do for the first time? Why does he do this?**

Pick cotton bolls; He’s lonely and knows he can be with his family if he learns how.

1. **Why are his mother and father disappointed?**

Because Francisco neglects Trampita and puts clods of dirt in the cotton bolls

**Chapter 3: “Inside Out” (pages 12-21)**

1. **At the beginning of the chapter, what is Francisco asking Roberto about? Why doesn’t he ask his parents?**

Going to school; They’ve never been to school.

1. **Where was the family picking cotton? Where are they now?**

Corcoran; Tent City (a labor camp owned by Sheehey Strawberry Farms located about 10 miles east of Santa María)

1. **What month is it when the brothers start school? Why might this be significant? Do you see any problems with this? Why or why not?**

January; The moving and working in the fields has caused them to miss a great deal of school; They’ve missed four months of school already, which is detrimental to their education.

1. **Who is Mr. Sims? Miss Scalapino? Curtis? Arthur?**

Mr. Sims = principal of the school; Miss Scalapino = Francisco’s teacher; Curtis = Francisco’s classmate who is the “biggest, strongest, and most popular kid in school,” always the captain of teams, and everyone wants to be his friend; Arthur = Francisco’s classmate who speaks Spanish

1. **What does Francisco watch in the jar?**

A caterpillar

1. **What does Mr. Sims give Francisco? What happens as a result?**

A green jacket; Francisco gets in a fight with Curtis because the jacket belongs to him.

1. **What does Francisco get a first prize blue ribbon for? What does he do with his picture? Why?**

His drawing of a butterfly; He gives it to Curtis; It’s a peace offering.

Have students turn in their Reading Journals and Literature Circle roles for credit and review by the teacher.

Free-write (10 minutes)

Have students take out a sheet of paper and respond to the following question:

* **How would you react if you couldn’t speak your first language and were physically punished when you spoke it? How did Francisco react? (Relates to Chapter 3 Inside Out)**

Have students turn in their response for credit and review by the teacher.

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 4-5 (Miracle in Tent City, *El Angel del Oro*), pages 27-50.
* Write in your Reading Journal.
* Do your Literature Circle role.

**EXTENSIONS**

* What other information can you find about migrants and/or immigrants?
* Interview a migrant or an immigrant.
* See if any members in your family came from another country.
* Do you remember the plot diagram for a story? (exposition, rising action, climax, falling action, resolution)

**STUDENT ASSESSMENT**

* Listen as students respond during class discussion on migrants and immigrants.
* Listen as students respond during Literature Circles.
* Read/Look at Literature Circle role sheets and Reading Journals.
* Read students’ Free-Writes.

**REFLECTION**

**DAY 3**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 4-5 of *The Circuit* by using Reading Journals and Literature Circles.
* Introduce Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

**FROM THEORY TO PRACTICE**

This is the second day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Students will also be introduced to the Inanimate Object Mini Writing Piece and brainstorming ideas for it.

**STANDARDS**

CE 1.1.2, CE 1.2.2, CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.3, CE 2.1.7, CE 2.1.11, CE 2.1.12, CE 2.2.2, CE 2.2.3, CE 2.3.2, CE 2.3.4, CE 2.3.7, CE 3.1.7, CE 3.1.2, CE 3.1.3, CE 3.1.4, CE 3.1.8, CE 3.1.9, CE 3.1.10, CE 3.2.4, CE 3.2.5, CE 3.3.3, CE 3.3.4, CE 4.2.1, CE 4.2.3

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

**PRINTOUTS/HANDOUTS**

Inanimate Object Mini Writing Piece

**WEBSITES**

<http://www.bedfordstmartins.com/literature/bedlit/glossary_t.htm> (For **EXTENTIONS**)

**PREPARATION**

* Read Chapters 4-5 and answer discussion questions.
* Make copies of Inanimate Object Mini Writing Piece before class.

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).

**INSTRUCTIONAL PROCEDURES**

Free-Write Sharing/Discussion (10 minutes)

Ask for volunteers to read their Free-Writes from yesterday. On scrap sheets of paper, have students write down what they liked and give to individuals who read.

Introduction of Mini Writing Assignment (10-15 minutes)

**Write from the perspective of an Inanimate Object Mini Writing Piece in *The Circuit*, telling what you see migrant families encounter (i.e. the wire fence as they cross the border, Francisco’s blue/black notebook, the hole in the wall of the buildings they stay in, etc.). May be written as a poem, in prose, or as another genre form. This must be typed or legibly handwritten. Remember to watch your mechanics as well.**

**Typing guidelines:**

* **11 or 12 point font**
* **Calibri, Times New Roman, or Arial**
* **Double-spaced**
* **1 inch margins**

**Writing guidelines:**

* **Neat**
* **Skip lines**

Ask if students have any questions regarding the assignment. Then have students brainstorm possible ideas on a sheet of paper.

Literature Circles (20 minutes)

Have students break into their Literature Circles. Go around with class list and check to see that Literature Circle roles and Reading Journals are completed.

Make contact with each group and see that roles are being fulfilled. Students may also use their Reading Journals during this time as well. If students are really stuck, suggest they answer the following discussion questions to get them going:

**Chapter 4: “Miracle in Tent City” (pages 22-35)**

1. **How does Mamá help pull her weight, even when she is pregnant? What about the boys?**

She cooks lunch and dinner for 20 farm workers in Tent City; The boys help her make the meals and deliver them.

1. **What does Papá make? What does Mamá use the box for? What does this tell you about them?**

An icebox; a crib for the new baby; they use what they have to create things they need.

1. **Where do the brothers go to get lumber for the floor? What does this tell you about the family’s economic status?**

To the city dump; they are very poor and make do with what they have and can find.

1. **What do you think this quote says about Francisco’s view of education: “I collected books, hoping to read them once I learned how” (24)? What does Francisco find out when he gets his report card?**

It seems as if he desires to learn and values education; his teacher Miss Scalapino says he has to repeat first grade because he doesn’t know enough English.

1. **Is Francisco’s family religious? How do you know?**

Yes; It appears they are Roman Catholic. They have pictures of the Virgen de Guadalupe and the Santo Niño de Atocha and pray to them. They also pray every day for a year to el Santo Niño hoping that Torito will be healed.

1. **Who/What do you think cured Torito? (Doña María? Praying to el Santo Niño? The blue cloak Francisco saw in his dream and Mamá sewed for Torito? A combination of any or all? Something else?) What do you think the family believes?**

Answers/opinions may vary; Probably that praying to el Santo Niño brought about a miracle

**Chapter 5: “El Angel de Oro” (pages 36-41)**

1. **What is the weather like and why does this pose a problem for the family?**

It’s rainy; they can’t work, so they may have to move.

1. **What does el Angel de Oro mean and what is it?**

The Angel of Gold; a goldfish in the neighbors’ cabin

1. **Who does Francisco meet?**

Miguelito

1. **What do they do together?**

Walk to school, jump in puddles, plan to fish, etc.

1. **Why doesn’t Miguelito meet Francisco?**

He has moved.

1. **What does Francisco try to do for the dying gray fish? Does he succeed?**

Save them by scooping them up in a coffee can and putting them back in the creek; he saves some of them, but there are too many.

1. **Why do you think he leaves the last gray fish he rescued on the doorstep of his neighbor?**

He hopes his neighbor will save it and keep it with the other fish.

1. **Why do you think Francisco let the fishing rod Miguelito made float down the river?**

Likely because he had just attempted to save all of those fish.

Have students turn in their Reading Journals and Literature Circle roles for credit and review by the teacher.

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 6-8 (Miracle in Tent City, *El Angel del Oro*), pages 27-50.
* Write in your Reading Journal.
* Do your Literature Circle role.

**EXTENSIONS**

* Can you find any symbols so far in this story?
  + **Symbol** – A person, object, image, word, or event that evokes a range of additional meaning beyond and usually more abstract than its literal significance. Symbols are educational devices for evoking complex ideas without having to resort to painstaking explanations that would make a story more like an essay than an experience. A literary or contextual symbol can be a setting, character, action, object, name, or anything else in a work that maintains its literal significance while suggesting other meanings.
* What themes do you see so far in this story?
  + **Theme** – The central meaning or dominant idea in a literary work. A theme provides a unifying point around which the plot, characters, setting, point of view, symbols, and other elements of a work are organized. It is important not to mistake the theme for the actual subject of the work; the theme refers to the abstract concept that is made concrete through the images, characterization, and action of the text. In nonfiction, however, the theme generally refers to the main topic of the discourse.

Definitions taken from **Glossary of Literary Terms from the following website:** <http://www.bedfordstmartins.com/literature/bedlit/glossary_t.htm>

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles.
* Read/Look at Literature Circle role sheets and Reading Journals.
* Listen to students’ further insights during Free-Write Sharing/Discussion.

**REFLECTION**

**DAY 4**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 6-8 of *The Circuit* by using Reading Journals and Literature Circles.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

**FROM THEORY TO PRACTICE**

This is the third day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Class discussion will follow Literature Circles so that students can gain insights from other groups.

**STANDARDS**

CE 1.1.2, CE 1.2.2, CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.3, CE 2.1.7, CE 2.1.11, CE 2.1.12, CE 2.2.2, CE 2.2.3, CE 2.3.2, CE 2.3.4, CE 2.3.7, CE 3.1.7, CE 3.1.2, CE 3.1.3, CE 3.1.4, CE 3.1.8, CE 3.1.9, CE 3.1.10, CE 3.2.4, CE 3.2.5, CE 3.3.3, CE 3.3.4, CE 4.2.1, CE 4.2.3

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read Chapters 6-8 and answer discussion questions.

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).

**INSTRUCTIONAL PROCEDURES**

Literature Circles (20 minutes)

Have students break into their Literature Circles. Go around with class list and check to see that Literature Circle roles and Reading Journals are completed.

Make contact with each group and see that roles are being fulfilled. Students may also use their Reading Journals during this time as well. If students are really stuck, suggest they answer the following discussion questions to get them going:

**Chapter 6: “Christmas Gift” (pages 42-46)**

1. **Why is the family one of the last ones to leave Corcoran when other farmers had better crops? What does this tell you about Papá’s character?**

Papa felt obligated because the farmer let them live in his cabin for free; he is a decent, upright man.

1. **How does the family eat while they have no work?**

Get food out of grocery store trash and cut off the bad pieces, buy bones “for the dog” at the butcher shop

1. **Describe how Francisco feels when his father says “I wish I could, paisano, but we’re broke too.”**

He panics and thinks his hope of getting a ball for Christmas is ruined.

1. **What does Papá tell the couple who comes to sell things?**

That he’s poor too and he’s sorry.

1. **What do the kids get for Christmas? Are they happy about it? Are their parents happy about it? Why?**

Candy; No; No; Because it demonstrates their poverty

1. **What does Papá give Mamá for Christmas? Why is this ironic?**

The white embroidered handkerchief that the pregnant woman made and Mamá thought was beautiful; Papá sent the family away and didn’t buy anything supposedly, and he also only had enough money to buy a handkerchief for 10 cents as her Christmas present (but he did get her something).

**Chapter 7: “Death Forgiven” (pages 47-50)**

1. **Describe El Perico (appearance, disposition, country of origin, former owner, etc.)**

He’s a small red, green, and yellow parrot (a parakeet) that Don Pancho smuggled in from Mexico. He gets extremely angry and goes crazy when Chico and Pilar do not bring their cat spotted black cat Catarina with them when they come to visit. He is also very affectionate to Francisco. His favorite phrase is “periquito bonito,” which means pretty/lovely parakeet.

1. **Why do you think Jiménez describes El Perico as “undocumented” (48), his former owner Don Pancho as “an undocumented farm worker” (47), and Chico and Pilar as “undocumented” (48)?**

Because being undocumented means that you could be deported back to Mexico

1. **What happens to the “undocumented” parrot? What do you think Jiménez is trying to say here?**

He gets killed. Francisco’s father gets upset with El Perico’s tantrum and hits him with a broom. His father had been stressed out regarding work; Probably that the undocumented don’t survive.

1. **What does Francisco do every day after they bury El Perico?**

Visits his grave until they move

**Chapter 8: “Cotton Sack” (pages 51-60)**

1. **Why does Francisco’s father say that he cannot have a cotton sack?**

Because Francisco is too little

1. **Why can’t they pick cotton while it’s raining?**

It’s too wet, and they get paid 3 cents a pound for it. Wet cotton would weigh more.

1. **What ailment does Papá have?**

A bad back

1. **Who is the fastest picker in the family?**

14-year-old Roberto

1. **Francisco says that “[he] was determined to prove to Papá that [he] should get [his] own sack” and that he is “grown-up enough for his own sack” (59). Does he prove himself or not? Explain.**

No, because he gets too cold: his toes turn numb, he can barely move his fingers, his hands turn purple and red, and he ends up peeing on his hands to get them warm (which does not work because his hands just get colder and it stings the scratches on them too)

“I knew then I had not yet earned my own cotton sack” (60)

Have students turn in their Reading Journals and Literature Circle roles for credit and review by the teacher.

Class Discussion (25 minutes)

Have each Literature Circle share a summary of what they talked about in their group. Then refer to discussion questions listed above, particularly focusing on ones dealing with the experience at Christmas (poverty), undocumented workers (illegal immigrants/migrants), and Francisco’s desire to help the family more (child labor/family ties).

Homework (3-5)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 9-10 (The Circuit, Learning the Game), pages 73-95.
* Write in your Reading Journal.
* Do your Literature Circle role.

**EXTENSIONS**

* Have you ever experienced a time of poverty like Francisco’s family did?
* What do you think about illegal immigrants or migrant workers (like Francisco and his family and friends)?
* Do you think Francisco’s working in the fields is child abuse? Why or why not?

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles and class discussion time.
* Read/Look at Literature Circle role sheets and Reading Journals.

**REFLECTION**

**DAY 5**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 9-10 of *The Circuit* by using Reading Journals and Literature Circles.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

**FROM THEORY TO PRACTICE**

This is the fourth day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Class discussion will follow Literature Circles so that students can gain insights from other groups.

**STANDARDS**

CE 1.1.2, CE 1.2.2, CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.3, CE 2.1.7, CE 2.1.11, CE 2.1.12, CE 2.2.2, CE 2.2.3, CE 2.3.2, CE 2.3.4, CE 2.3.7, CE 3.1.7, CE 3.1.2, CE 3.1.3, CE 3.1.4, CE 3.1.8, CE 3.1.9, CE 3.1.10, CE 3.2.4, CE 3.2.5, CE 3.3.3, CE 3.3.4, CE 4.2.1, CE 4.2.3

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read Chapters 9-10 and answer discussion questions.

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).

**INSTRUCTIONAL PROCEDURES**

Literature Circles (20 minutes)

Have students break into their Literature Circles. Go around with class list and check to see that Literature Circle roles and Reading Journals are completed.

Make contact with each group and see that roles are being fulfilled. Students may also use their Reading Journals during this time as well. If students are really stuck, suggest they answer the following discussion questions to get them going:

**Chapter 9: “The Circuit” (pages 61-69)**

1. **Why do you think the author includes one paragraph about the man from Jalisco, the state in Mexico where Francisco is from?**

(Answers may vary.) Perhaps because Francisco says he talked to the man, got to know him, and then he never saw the man again. This is the typical life of migrant workers.

1. **What is Francisco’s view of constantly moving?**

He does not like it.

1. **Why do you think the Carcachita is talked about so much in this book?**

It is basically the only steady thing in Francisco’s life. They don’t have a permanent home, so the car is the closest thing to that.

1. **Who speaks English in order to ask about work?**

Mamá

1. **Where does the family stay?**

In an old garage

1. **Why do Roberto and Francisco hide in the grape vineyard?**

They don’t want to get in trouble for not going to school.

1. **When does Francisco finally enroll in sixth grade? Why can’t Roberto enroll in school until February?**

November; he has to pick cotton

1. **What does Mr. Lema do for Francisco?**

During lunch hours Mr. Lema helps Francisco learn and read English better (for a month).

1. **What happens the same day Mr. Lema offers to teach Francisco how to play the trumpet?**

His family packs up and moves

**Chapter 10: “Learning the Game” (pages 70-79)**

1. **Francisco begins counting down to what day, which is 132 days away?**

When he can return to school

1. **What game do Francisco and the other boys play? Who decides who plays and who doesn’t? Why doesn’t this person want Manuelito to play?**

Kick-The-Can; Carlos; because he’s too slow

1. **Who is the new worker? Where is his family?**

Gabriel; living elsewhere (it sounds like they live in Mexico)

1. **How many hours do Francisco, Roberto, Papá, and Gabriel work?**

12 (6 in the morning to 6 in the evening)

1. **When Francisco and Gabriel are loaned out to a different sharecropper, what does the contratista (labor contractor) want Gabriel to do? Does Gabriel do it? Why or why not? What happens as a result?**

He wants Gabriel to pull the plow like an ox while Francisco directs it.; No; Gabriel says, “In my country, oxen pull plows, not men…I am not an animal” (76); Gabriel gets fired.

1. **What happens later that day when Francisco plays Kick-The-Can? What happens as a result? What does Carlos finally decide?**

Francisco refuses to play Kick-The-Can with Carlos if Manuelito can’t play. Carlos pushes Francisco, Francisco stands up to him saying, “You can push me around, but you can’t force me play” (78); that Manuelito can play.

Have students turn in their Reading Journals and Literature Circle roles for credit and review by the teacher.

Class Discussion (15-20 minutes)

Have each Literature Circle share a summary of what they talked about in their group. Then refer to discussion questions listed above, particularly focusing on ones dealing with .

In-Class Work Time (10 minutes)

Allow students time to work on Inanimate Object Mini Writing Piece. Give further suggestions for objects (i.e. the garage they stay in, the can they use for Kick-The-Can, the shoes of one of the boys, the tools they use in the fields, the crops they pick, etc.).

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 11-12 (To Have and to Hold, Moving Still), pages 96-113.
* After you have finished reading, write a response to the following in your Reading Journal:
  + Write an ending to Jiménez’s *The Circuit*. What do you think happened to Francisco, his brother Roberto, and the rest of his family?
* Do your Literature Circle role.

**EXTENSIONS**

* After reading the rest of the book, brainstorm multiple endings to *The Circuit*.

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles and class discussion time.
* Read/Look at Literature Circle role sheets and Reading Journals.

**REFLECTION**

**DAY 6**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 11-12 of *The Circuit* by using Reading Journals and Literature Circles.
* Discuss ending of *The Circuit* and book in general.
* Continue work on Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

**FROM THEORY TO PRACTICE**

This is the last day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Class discussion will follow Literature Circles so that students can gain insights from other groups and discuss the ending of the book. Additionally, students will exchange their ending to *The Circuit* with a partner and discuss it. Students will have an opportunity to continue work on their Inanimate Object Mini Writing Piece as well.

**STANDARDS**

CE 1.1.2, CE 1.2.2, CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.3, CE 2.1.7, CE 2.1.11, CE 2.1.12, CE 2.2.2, CE 2.2.3, CE 2.3.2, CE 2.3.4, CE 2.3.7, CE 3.1.7, CE 3.1.2, CE 3.1.3, CE 3.1.4, CE 3.1.8, CE 3.1.9, CE 3.1.10, CE 3.2.4, CE 3.2.5, CE 3.3.3, CE 3.3.4, CE 4.2.1, CE 4.2.3

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read Chapters 11-12 and answer discussion questions.

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).
* Discuss the ending of *The Circuit* as well as predict what they think will happen next.

**INSTRUCTIONAL PROCEDURES**

Literature Circles (15 minutes)

Have students break into their Literature Circles. Go around with class list and check to see that Literature Circle roles and Reading Journals are completed.

Make contact with each group and see that roles are being fulfilled. Students may also use their Reading Journals during this time as well. If students are really stuck, suggest they answer the following discussion questions to get them going:

**Chapter 11: “To Have and to Hold” (pages 80-93)**

1. **What are Francisco’s two most prized possessions?**

His coin collection and his blue notebook (librito)

1. **What two pennies are most important to him? Why?**

A 1910 Lincoln Head – the one his father gave him; the year Papá was born; the year the revolution started in Mexico.

An 1865 Indian Head – the one Carl (a boy from school who was his best friend) gave him; Carl also had a coin collection; Carl lived in a real house (it was the first time Francisco had been in one).

The coins represent memories for Francisco.

1. **What happens the day that Francisco is supposed to show his coin collection to Carl?**

His family moves, and he never sees Carl again.

1. **What does Francisco think Orosi means?**

Oro = gold; Sí = yes

1. **Where did Francisco get his little blue notebook? What does Francisco write in his little blue notebook?**

The city dump in Santa Maria; words, definitions, rules, etc. he wants or needs to learn

1. **In Orosi at Mr. Patrini’s, what type of building does the family live in? Why is this significant?**

An old house (they can only use the first floor); it’s his first time living in an actual house

1. **What happens to Francisco’s coins?**

His four-year-old Rorra steals them and buys red gumballs with them.

1. **What happens to Francisco’s librito? How does Mamá comfort him about it?**

It burns in the fire, along with the house; He knows what was in his librito, so it’s not all lost.

**Chapter 12: “Moving Still” (94-111)**

1. **What is la migra?**

Immigration

1. **Why does Francisco want to return to Santa Maria?**

He gets to attend school there. In Fresno, he has to pick grapes and miss school.

1. **What class does Francisco excel at? What happens when he scores the highest on his quiz?**

Math; he gets the honor of sitting in front

1. **What does Mr. Sims, the principal, help Roberto get?**

A job as a janitor at the school

1. **What is Francisco supposed to memorize for class? Does he get to recite it? Why or why not?**

The first part of the Declaration of Independence; no; the immigration officers come and get him

1. **After reading this chapter and A Note from the Author, what do you think of Francisco’s Papá saying, “Education pays off, *mi’jo*. I am proud of you. Too bad your Mamá and I didn’t have the opportunity to go to school” (108). How do you think his parents view education? His siblings? How does he view it?**

It sounds like they all value education. His parents want their children to have the opportunities they didn’t have. Francisco knows that education is important and will take places. (Answers may vary.)

Have students turn in their Reading Journals and Literature Circle roles for credit and review by the teacher.

Partner Work (10 minutes)

Exchange story ending with friend and discuss. Turn in for credit.

Class Discussion (10-15 minutes)

Have an open-discussion time about the ending of *The Circuit* and the book in general.

In-Class Work Time (10 minutes)

Allow students time to work on Inanimate Object Mini Writing Piece. Give further suggestions for objects (i.e. the garage they stay in, the can they use for Kick-The-Can, the shoes of one of the boys, the tools they use in the fields, the crops they pick, etc.). Ask if students have questions.

Homework (3-5)

* Bring draft of Inanimate Object Mini Writing Piece discussed previously.

**EXTENSIONS**

* Begin reading Jiménez’s sequel *Breaking Through*.
* Begin research on Arizona Immigration Law and other immigration issues.

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles and class discussion time.
* Read/Look at Literature Circle role sheets and Reading Journal Response.
* Walk around and look at students’ progress on Inanimate Object Mini Writing Piece.

**REFLECTION**

**DAY 7**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to immigration laws and laws that affect migrants.
* Show students how to research a controversial issue on the internet.
* Conference with students on their Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

Arizona Immigration Law

**FROM THEORY TO PRACTICE**

Today, students will be introduced to laws that affect migrants and immigrants. The Arizona Immigration Law is a jumping off point to begin a discussion. Students will be given an opportunity to begin research on their final project, a writing assignment of their choice (previously discussed with the teacher) which calls for change in their world.

**STANDARDS**

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

**PRINTOUTS/HANDOUTS**

Make copies of CNN and MSNBC Articles, if desired

**WEBSITES**

<http://www.youtube.com/watch?v=n4ltqJ8-FG8> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.cnn.com/2010/POLITICS/04/23/immigration.faq/index.html> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.msnbc.msn.com/id/42537304/ns/politics-more_politics/t/court-rules-against-arizona-immigration-law/> (under **INSTRUCTIONAL PROCEDURES**)

<http://emedia.leeward.hawaii.edu/writing/Conferencing.htm> (under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* Research immigration laws and Arizona Immigration Law, in particular (see **WEBSITES**).
* Meet with the Librarian or Media Center Specialist to figure out good websites to direct students to for research.

**STUDENT OBJECTIVES**

Students will

* Know current issues facing migrants and immigrants.
* Be able to research a controversial topic on the internet.
* Revise their own work after conferencing with the teacher.

**INSTRUCTIONAL PROCEDURES**

Discussion of Immigration Laws (15-20 minutes)

After taking attendance, immediately take students to the Media Center.

Show youtube video on Arizona Immigration Law: <http://www.youtube.com/watch?v=n4ltqJ8-FG8>. If the link does not work, go to <http://www.youtube.com> and search for “Arizona Immigration Law Sparks Controversy.” The clip is approximately 2½ minutes.

Then read the CNN Immigration Article: <http://www.cnn.com/2010/POLITICS/04/23/immigration.faq/index.html> and the MSNBC Article [http://www.msnbc.msn.com/id/42537304/ns/politics-more\_politics/t/court-rules-against-arizona immigration-law/](http://www.msnbc.msn.com/id/42537304/ns/politics-more_politics/t/court-rules-against-arizona%20immigration-law/).

Begin discussion immigration issues, laws, etc.

* Do you think the Arizona immigration law is fair (touch on race/racial profiling)?
* Do you see it posing any problems? Why or why not?
* How should the government deal with illegal immigrants?
* Is it right to stop people and make them show their I.D. just because they look like they could be an illegal immigrant?
* Should illegal immigrants be deported? What would happen if they were? How would it affect the economy? Many migrants and immigrants (whether illegal or legal) work on farms or in factories doing work that some Americans might not be willing to do.

Research/Conferences (25-30 minutes)

Explain to students that they will be researching migrants, immigrants, immigration laws, etc. Let students look up information while the teacher conferences with individual students on their Inanimate Object Mini Writing Piece. The following are procedures for conferencing with students (taken from the following http://emedia.leeward.hawaii.edu /writing/Conferencing.htm):

**CONFERENCING WITH STUDENTS ABOUT THEIR WRITING**

***Why individual writing conferences may be preferable to written feedback***

* Conferences are more personal (many students prefer them).
* Feedback given in person may have more impact (students don't always read carefully written comments -- some just look for the grade).
* Conferences provide an opportunity to build rapport.
* This form of feedback may be less labor-intensive, more satisfying for instructor.

***When to conference***

* As with written feedback, it's usually more valuable when student still has an opportunity to revise (before the paper has been graded).
* If several writing assignments are similar, you could conference about the first paper to explain the grade and provide pointers that will help with subsequent assignments

***Some tips for effective conferencing***

* Sit side-by-side or at adjacent corners so you can **look at the paper together** (this also reduces the power differential and discomfort that some students feel when you're sitting behind a desk).
* Consider beginning by **asking the writer if she has any specific questions** or if there is something in the paper that she needs help with. This can provide a focus for the conference.
* **If you've had time to look over the writing before the conference:** you may have made a few notes to help you remember key points to discuss. Be sure to also give the student an opportunity to contribute to the "agenda" of the session (see preceding tip).
* **If you're looking at the paper for the first time** and time permits, you might wish to *read the paper aloud* or ask the student to read it to you. This way, you're both involved and either can pause to question or comment as you go along. Sometimes a student will hear something that " doesn't sound right" and you can talk about it. Encourage students to read their papers aloud on their own, too. If you don't have enough time to read aloud, you'll probably be skimming the paper, looking for key features: correct format for a science or business report, thesis statement for a research paper, topic sentences in paragraphs of an essay, etc.
* You may wish to make some notes on the paper during the conference, **but make sure that the student is holding a pen or pencil**, too, so that she retains responsibility and control over her own writing.
* **Focus on a few key areas for feedback;** don't feel you must discuss every "problem" with the paper (too time-consuming, and often too overwhelming for the student). This applies to problems with both content/organization and grammar/mechanics.
* **Grammar problems:** When faced with a paper that has numerous grammar or mechanics problems, try to find a *pattern of significant error*; for example, if you find many incomplete sentences (sentence fragments), you could point these out to the student. If there are numerous spelling errors, remind the student to use spellcheck.
* Whenever possible, **use "I" language in your comments**; e.g., "I wasn't sure what you meant by this sentence" instead of "This is confusing" or "You didn't express this clearly". This lets the writer know that there is a problem without putting her on the defensive or unnecessarily criticizing her. It also serves to emphasize the purpose of writing: communicating effectively with a specific audience (in this case, you).
* **If something isn't clear or more information is needed, ask the writer to restate or explain;** often these responses will be better than what she wrote. Suggest that the student include these changes and encourage her to make notes on the spot so she doesn't forget..
* **Consider referring the student to English tutors in the LRC for additional help.** English tutors help students with writing assignments for any course, at any point in the writing process (drafting, revising, editing). Tutors don't tell students what to write; they assist student writers in finding and expressing their own ideas. Tutors are not proofreaders who "fix" papers and make them error free, but they do help students to find and correct their own errors. The goal is not only to improve the paper at hand, but also to help students improve their overall writing skill

*Beth Kupper-Herr 11/00*

Homework (3-5 minutes)

* Continue work on Inanimate Object Mini Writing Piece.

**EXTENSIONS**

* Continue research on migrants, immigrants, immigration laws, etc.

**STUDENT ASSESSMENT**

* Listen as students respond during discussion time.
* Listen and ask questions during conferences with students.
* Look at students’ progress on Inanimate Object Mini Writing Piece.

**REFLECTION**

**DAYS 8-9**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to immigration laws and laws that affect migrants.
* Show students how to research a controversial issue on the internet.
* Conference with students on their Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

Arizona Immigration Law

**FROM THEORY TO PRACTICE**

Today, students will continue research on migrants and immigrants, which they will later use in their final writing project. Conferences on the Inanimate Object Mini Writing Piece will continue.

**STANDARDS**

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

**PRINTOUTS/HANDOUTS**

None

**WEBSITES (from DAY 7)**

<http://www.youtube.com/watch?v=n4ltqJ8-FG8> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.cnn.com/2010/POLITICS/04/23/immigration.faq/index.html> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.msnbc.msn.com/id/42537304/ns/politics-more_politics/t/court-rules-against-arizona-immigration-law/> (under **INSTRUCTIONAL PROCEDURES**)

<http://emedia.leeward.hawaii.edu/writing/Conferencing.htm> (under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* Research immigration laws and Arizona Immigration Law, in particular (see **WEBSITES**)
* Meet with the Librarian or Media Center Specialist to figure out good websites to direct students to for research

**STUDENT OBJECTIVES**

Students will

* Know current issues facing migrants and immigrants.
* Be able to research a controversial topic on the internet.
* Revise their own work after conferencing with the teacher.

**INSTRUCTIONAL PROCEDURES**

Research/Conferences (entire period)

Let students look up information while the teacher conferences with individual students on their Inanimate Object Mini Writing Piece.

Homework

* Continue work on Inanimate Object Mini Writing Piece.

**EXTENSIONS**

* Continue research on migrants, immigrants, immigration laws, etc.

**STUDENT ASSESSMENT**

* Listen and ask questions during conferences with students.
* Look at students’ progress on Inanimate Object Mini Writing Piece.
* Check in with students’ research progress.

**REFLECTION**

**DAY 10**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to immigration laws and laws that affect migrants.
* Show students how to research a controversial issue on the internet.
* Conference with students on their Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

Arizona Immigration Law

**FROM THEORY TO PRACTICE**

Today, students will continue research on migrants and immigrants, which they will later use in their final writing project. Conferences on the Inanimate Object Mini Writing Piece will continue.

**STANDARDS**

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

<http://owl.english.purdue.edu/owl/resource/589/1/> (Plagiarism Information, under **INSTRUCTIONAL PROCEDURES)**

<http://owl.english.purdue.edu/owl/resource/563/03/> (Sample Essay, under **INSTRUCTIONAL PROCEDURES**)

<http://owl.english.purdue.edu/owl/resource/747/01/> (MLA Format, under **INSTRUCTIONAL PROCEDURES**

**PREPARATION**

* Review proper citation methods and plagiarism prevention methods.
* Brainstorm more ideas for students’ final project.
* Search for examples, samples, and rubrics of Letters to a Congressman, Position Essays, and Persuasive Essays.

**STUDENT OBJECTIVES**

Students will

* Know current issues facing migrants and immigrants.
* Be able to research a controversial topic on the internet.
* Revise their own work after conferencing with the teacher.
* Share their research with others.
* Know proper citation methods.
* Understand plagiarism and how to avoid it.
* Take ownership of their own learning by deciding on their final projects.

**INSTRUCTIONAL PROCEDURES**

Class Discussion (30 minutes)

Discuss students’ findings on immigration. Brainstorm list of ideas with students for their final assignment. Students have a choice (Letter to a Congressman, Position Essay, or Persuasive Essay).

Plagiarism/Citation Discussion (10 minutes)

Discuss plagiarism (<http://owl.english.purdue.edu/owl/resource/589/1/>), citations, and MLA format (http://owl.english. purdue.edu/owl/resource/747/01/. Use the essay on <http://owl.english.purdue.edu/owl/resource/563/03/> to practice paraphrasing, summarizing, and quoting.

Final Project Discussion (10 minutes)

Discuss ideas for Letter to Congressman, Position Essay, or Persuasive Essay. Other options are available, but must be discussed with the teacher. Students will chose an issue on immigration, immigration laws, migrants, race, etc. and develop a professional document. The goal for this assignment is that students will call for action and make a difference in their world by addressing a controversial topic that affects them today.

Homework (3-5 minutes)

* Completed draft of Inanimate Object Mini Writing Piece due next class.

**EXTENSIONS**

* Continue research on migrants, immigrants, immigration laws, etc.
* Can you think of another option that you could do for your Final Project?

**STUDENT ASSESSMENT**

* Listen to students’ research findings.
* Ask for questions and comments regarding plagiarism, citations, and MLA format

**REFLECTION**

**DAY 11**

Reading Day (entire period)

* Briefly introduce text *This Migrant Earth* and author information.
* Have students read excerpts from *This Migrant Earth*: “Water, Water Everywhere” (pages 9-11) “Burnt Offerings” (pages 12-15), and “This Migrant Earth” (pages 75-84).

Homework

* Finish reading excerpts from *This Migrant Earth*.
* Reading Journal

**DAY 12**

Literature Circles (30 minutes)

* Discuss Reading Journals, Lit. Circle Roles, etc. in groups.

Class Discussion (20 minutes)

* Recap of Lit. Circles.
* Continue discussion.

**DAYS 13-15**

**OVERVIEW**

The purpose of this lesson is to

* View a documentary that shows real life migrant workers, including children
* Give students a better understanding of migrant life at home, at school, and at work

**FEATURED RESOURCES**

*Children of the Harvest* (1998 Dateline NBC Documentary)

*America Now: Children of the Harvest* (2010 Dateline NBC Documentary)

**FROM THEORY TO PRACTICE**

Today, students will begin watching *Children of the Harvest* in order to see what occurred in the lives of migrants over ten years ago. After watching the original documentary, students will watch *America Now: Children of the Harvest*.

**STANDARDS**

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

<http://www.msnbc.msn.com/id/38312193/ns/dateline_nbc/t/america-now-children-harvest/> (under **INSTRUCTIONAL PROCEDURES)**

**PREPARATION**

* View video clips and come up with discussion questions

**STUDENT OBJECTIVES**

Students will

* Understand the lives of migrant families over ten years ago by watching an older documentary about their lives
* Understand the lives of current migrant families by watching a documentary of their lives

**INSTRUCTIONAL PROCEDURES**

Movie Viewing (entire period)

Have students get out a sheet of paper and a pen/pencil so they can take notes on anything that strikes them as important.

Begin watching the documentary Children of the Harvest (1998) on [http://www.msnbc.msn.com/id/ 38312193/ns/dateline\_nbc/t/america-now-children-harvest/](http://www.msnbc.msn.com/id/%2038312193/ns/dateline_nbc/t/america-now-children-harvest/). The documentary is about 45 minutes.

After this movie is over, begin watching the clips of America Now: Children of the Harvest (2010). This will likely be for the next class (**Day 14)**. The website address is the same, but there are about six clips to watch that are approximately 6 minutes each.

After the second documentary is completed, watch the 3-minute clip on “The Complexities of U.S. Child Labor Laws.” Also, watch “Where Are They Now?” This will likely be on **Day 15**.

(Other options include *1970 White Paper: The Migrants* and *1980 White Paper: The Migrants*)

Ask students anything that stuck out to them. What did they notice?

On **Day 15**, have students use any remaining class time to work on their Final Project.

Homework

* Bring first draft, ideas, etc. of Final Writing Project Assignment (Letter to Congressman, Position Essay, Persuasive Essay, or Other as approved by the teacher)

**EXTENSIONS**

* What other movies on migrants and immigrants can you find to watch on your own?
* Can you find a timeline of the progression of migrant workers?

**STUDENT ASSESSMENT**

* What are students noticing?
* Are they grasping the major ideas and concepts of migrant life?

**REFLECTION**

**DAY 16-20**

**OVERVIEW**

The purpose of this lesson is to

* Change the world by writing about a topic that is important in the lives of students.
* Improve students’ writing skills through the Writing Workshop by gaining insight and ideas from their peers and teacher.
* Instill confidence in students.

**FEATURED RESOURCES**

Writing Workshop

**FROM THEORY TO PRACTICE**

This week will be devoted to the writing process. Students will work in a Writing Workshop format in order to write, rewrite/revise, edit, and further improve their Final Writing Project Assignment on (Letter to Congressman, Position Essay, Persuasive Essay, etc.).

**STANDARDS**

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

**PRINTOUTS/HANDOUTS**

Base these on mini-lessons and the set-up of your Writing Workshop

**WEBSITES**

<http://www.ttms.org/> (under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* While reading students’ Inanimate Object Mini Writing Pieces, write down a list of what students seem to struggle with (i.e. sentence fragments, strong verbs, linking paragraphs effectively, etc.).
* Prepare some mini-lessons on their most significant struggles.

**STUDENT OBJECTIVES**

Students will

* Write about a controversial topic that is important to them.
* Call for change through their writing.
* Learn to read their peers’ writing and offer suggestions to improve it.
* Be able to read their own writing from different angles, look for and correct a variety of mistakes, and improve their writing to create a document with an effective, coherent message.

**INSTRUCTIONAL PROCEDURES**

Writing Workshop (entire period)

Try to group students together by same genres. For example, if three students are writing a Letter to a Congressman, put those three in a group. Throughout the class period, conference with groups and individual students.

The following format was found in a PDF on <http://www.ttms.org/> (from Teaching That Makes Sense, Inc. by Steve Peha):

What is Writer’s Workshop?

* **Mini-Lesson (5-15 minutes).**

A short lesson focused on a single topic that students need help with. You don’t need to give a mini-lesson each day; 2-3 times a week is usually just fine.

* **Status of the Class (2-5 minutes).**

A quick way of finding out what each student is working on.

* **Writing Time (20-45 minutes or more!).**

They write. You can write and/or conference with individual students or small groups.

* **Sharing (5-15 minutes).**

Writers read what they have written and seek feedback from their audience. You can share your writing, too.

In a 50-minute class, the format could be as follows:

* **Mini-Lesson (5-10 minutes)**
* **Status of the Class (2-5 minutes)**
* **Sharing (10-15 minutes).**
* **Writing Time (20 minutes)**

Alternative options also include having students write for the majority of the class period and then sharing at the beginning of the next class period.

Homework (**Days 16-19**)

* Continue revisions on Final Writing Project Assignment.

Homework (**DAY 20**)

* Final Writing Project Assignment (Letter to Congressman, Position Essay, Persuasive Essay, etc.) due next class. \*Note, evaluate students’ progress and extend Writing Workshop into next week, if necessary.

**EXTENSIONS**

* What other ways can you make your writing more succinct and effective?
* Read your work out loud.
* Have another individual read your work and see where they stumble.

**STUDENT ASSESSMENT**

* How are students progressing? Are students making significant changes in their work?
* Are the mini-lessons working? What can make them better?
* Do students need more time to work? Are students making changes in their writing outside of class?
* Would more individual conferences be beneficial or is the workshop format working well?

**REFLECTION**